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ABSTRACT

THE GENERAL PURPOSE WAS TO DEMONSTRATE BY MEANS OF A PILOT PROJECT WHAT COULD BE ACCOMPLISHED BY PROVIDING GUIDANCE AND COUNSELING SERVICES CONDUCTED BY ITINERANT COUNSELORS. A TOTAL OF NINETEEN SCHOOLS LOCATED IN TWELVE COUNTIES PARTICIPATED. THESE COUNTIES ARE THE SOUTHERN-MOST COUNTIES IN ILLINOIS. A TOTAL OF 432 BOYS AND 397 GIRLS WERE REACHED BY THE PROJECT, EITHER THROUGH INDIVIDUAL COUNSELING INTERVIEWS, OR THROUGH GROUP ACTIVITIES. TWO CUSTOM DESIGNED WALK-IN BUSES WERE PURCHASED, EACH EQUIPPED WITH A COUNSELING OFFICE, WORK SPACE AROUND A TABLE, AND STORAGE SPACE FOR TESTS AND OCCUPATIONAL INFORMATION MATERIALS. TWO COUNSELORS WERE EMPLOYED, BOTH QUALIFIED ACCORDING TO ILLINOIS STANDARDS FOR CERTIFICATION. THREE PRINCIPAL CRITERIA WERE EMPLOYED IN EVALUATION OF THE PROJECT: THE DEGREE OF ACCEPTANCE BY SCHOOL ADMINISTRATORS, STIMULATION PROVIDED TO PARTICIPATING SCHOOLS, AND THE IMPACT MADE UPON STATE LEVEL GUIDANCE SERVICES IN ILLINOIS. ON THE BASIS OF ALL THREE CRITERIA THE PROJECT WAS JUDGED TO BE DEFINITELY SUCCESSFUL. (AUTHOR)

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A PILOT PROJECT IN VOCATIONAL COUNSELING IN ECONOMICALLY UNDERDEVELOPED AREAS

Submitted to

U.S. OFFICE OF EDUCATION

Contract No. OE-6-85-042

Joseph E. Jurkanin, Project Director

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SUMMARY

Purpose: The general purpose was to demonstrate by means of a pilot project what could be accomplished by providing guidance and counseling services conducted by itinerant counselors. Originally the project was intended to serve three groups: (1) noncollege-bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within three years prior to the initiation of the project. However, it was found that so many of the unemployed and dropouts had left their communities that services to them were simply not feasible, and so the project centered upon those still in school. Specific objectives were vocational in emphasis: to provide information regarding jobs and training opportunities; to furnish information regarding sources of assistance within the general area served, to help in securing such assistance, to offer counseling service, and to offer students assistance in developing plans for further vocational training when such seemed appropriate.

The Area Served: A total of nineteen schools located in twelve counties participated. These counties are the southern-most counties in Illinois. In general, the area was economically underdeveloped, with little industry and many small farms, some operating at or near the subsistance level. Formerly, the area had been a coal producing section, and many abandoned strip mines exist.

The Student Population: A total of 432 boys and 397 girls were reached by the Project, either through individual counseling interviews, or through group activities. Briefly, the characteristics of the students were as follows. The median grade-point average of boys was 2.10 (on a four-point scale), and that of girls somewhat higher (2.87). Boys reported most frequently that their best liked subjects were mathematics and history (with science a close third), while girls reported English and typing. Somewhat more boys than girls disliked one or more of their school subjects. When asked to name the persons who had influenced them most in making important decisions, both boys and girls named teachers and principals more frequently then they did counselors. Out-of-school persons named as most influential were overwhelmingly within the family: parents, brothers, sisters, or other relatives. About two-fifths of the boys and one-fifth of the girls had part-time jobs. First choices of occupations, when classified on the basis of the Dictionary of Occupational Titles and in order of the frequency of mention were for boys, first, farming (22.4 percent), and structural workers (18.3 percent). For girls the two most frequently named categories were farming (23.2 percent), and service occupations (19.5 percent). It is notable that only about seven percent each of boys and girls chose professional and managerial occupations. About four-fifths each of boys and girls reported that their fathers occupations (when employed) were in farming, fishery or forestry (chiefly farming), and the second

most frequent category was structural workers (as reported by boys), and service occupations (as reported by girls). Most parents had completed the eighth grade or less, and only about seven percent had completed high school.

Procedures: Two custom designed walk-in buses were purchased, each equipped with a counseling office, work space around a table, and storage space for tests and occupational information materials. Two counselors were employed, both qualified according to Illinois standards for certification. Extensive preliminary planning was carried on, involving county superintendents, and principals and superintendents of local schools. A schedule was worked out so that each school could be visited at least once every two weeks. Once the field phase of the service was actually begun, the counselors worked closely with the State Employment Service, the Division of Vocational Rehabilitation, the County Special Education Cooperatives, the Child and Family Services, the Illinois State Board for Vocational Education, and a number of the industries in or near the area served. Numerous presentations were also made to community groups. Orientation sessions were conducted for teachers in each school served. Opportunity for individual counseling sessions were provided in all schools.

Findings: Three principal criteria were employed in evaluation of the project: the degree of acceptance by school administrators, stimulation provided to participating schools, and the impact made upon state

level guidance services in Illinois. On the basis of all three criteria the project was judged to be definitely successful. Because of the strongly rural and traditional cultures of the communities it seemed pertinent to hypothesize that certain family, community and subcultural factors might be acting as limiting factors upon the effects of services offered by the project. The reference point chosen against which to seek to evaluate these factors was the status in September of June graduates. Status was defined as meaning whether the graduate went on to further schooling, was employed full time, was unemployed, or (for boys) entered military service, or (for girls) was married. For both boys and girls grade-point average, and education of father (highest grade completed in school) were found to be significantly related to status in September. For boys, the number of persons living in the home was also significantly related to status, and for girls, whether or not the family received Aid to Dependent Children. For the total group, the first occupational choice was also significantly related to highest school grade completed by father. It appears, then, that in communities such as those in the Project, social, family, and community factors are definitely related to status soon after graduation, and may impose very real limits on the influence which a project such as this may have upon the individual--more than might be expected in less traditional and more mobile and urban communities.

Recommendations: Three recommendations emerged from experience with this project:

1. Counseling services should be coordinated with broader efforts to enrich the educational offerings of the schools. Specifically, a project team might well include a curriculum specialist.
2. Beginning late in the first year or early in the second year, a larger emphasis should be placed upon providing training for teachers to participate in the guidance programs of their own schools, and encouragement offered to those who wish to go on and qualify as counselors.
3. A follow-up service phase of the project should be undertaken for the purpose of establishing area centers for continuing services by itinerant counselors after the formal project is terminated.

A PILOT PROJECT FOR VOCATIONAL GUIDANCE IN ECONOMICALLY UNDERDEVELOPED AREAS

On February 15, 1965, a proposal was submitted by the Department of Guidance Services of the Office of the Superintendent of Public Instruction of Illinois to the U.S. Commissioner of Education under provisions of Section 4(c) of the Vocational Education Act of 1963. Following is a brief description of the Project:

1. Purpose. The general purpose was to demonstrate by means of a pilot project what could be accomplished by providing guidance services for three groups: (1) noncollege bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within three years of the initiation of the project.

2. Specific objectives. To provide:

   a. Information regarding jobs and training opportunities, and assistance in its interpretation.

   b. Information regarding sources of assistance available within the general area served, and help in securing such assistance.

   c. Counseling interviews to assist individuals in understanding the needs which they sought to satisfy through jobs, of their abilities and other assets which they might offer on the job market, and to assist them in developing understandings and attitudes to facilitate their employment.

d. Assistance in developing plans for further vocational education when such education appeared to be based upon ability and desire of the individual.

3. Administration. The Project was to be administered by the State Director of Guidance Services, and supervision provided by a full-time director of the Project.

4. Duration. The Project was to begin July 1, 1965, and terminate June 30, 1968. The first two years were to constitute the field service phase, and the third year was to be devoted to evaluation, preparation of the formal report, and consulting services.

5. Location. Certain counties located in economically underdeveloped areas of the State were to be designated as the area in which the Project would be carried on. Preliminary criteria for selection of participating schools were developed.

6. Implementation.

   a. Two itinerant counselors were to be employed who would provide guidance services in the field.

   b. Two mobile units were to be purchased and equipped so that counseling space would be provided, and storage and display facilities would be available for educational and occupational information, and for testing materials.

7. Evaluation. Plans were developed for an evaluation of the outcomes of the Project.

Development of the Project

After the proposal was approved to begin July 1, 1965, and the grant of funds made available, implementation was begun. Mr. Joseph E. Jurkanin was designated as Director of the Project. Two counselors were employed for field service; Mr. George C. Blacker and Mr. Charles B. Borger, both being qualified under Illinois certification standards. Announcements were made of the availability of the service. The 12 southernmost counties of Illinois were selected as the general area of operations. These counties were Alexander, Hardin, Gallatin, Jackson, Johnson, Pope, Pulaski, Massac, Saline, Union, White, and Williamson. Negotiations with individual counties were conducted, and final selection of participating schools made. Service to the schools began in September, 1965. However, some delay was encountered in obtaining actual delivery of the mobile units since they had to be ordered on a custom-made basis, and the units were not actually in service until April, 1966. In the interim period, the counselors visited the schools by means of cars.

As the program developed, it became apparent that the service to recent unemployed graduates and to dropouts could not be as extensive as had been hoped. Activities were conducted for these people, but many were no longer available in their home communities. And so, by force of circumstances rather than by intent, the emphasis of the program became one of service to students still in school.

Characteristics of the Area Served

One of the most conspicuous features of much of the area included in the 12 counties is the presence of abandoned strip mines. There are relatively few coal mines still active. One larger coal mine in Jefferson County has recently been purchased by one of the major steel companies and is being developed, but this is just outside the area served. There is some revival of calcium flouride mining in the extreme southeast part of the State, along the Ohio River, due to increased demand created by the wide use of the mineral in Teflon. Much of the area is forested, but the quality of much of the timber is such as to offer only limited possibilities for commercial utilization. There has been considerable development in recent years of recreation facilities and with them some increase in the number of tourists visiting the area. Opportunities for fishing, hunting, boating, and camping occur in a number of places, and the number of motels is increasing. Much of the farming is conducted on small family farms which appear to operate at the subsistance level, or near to it.

There has been concerted effort over 20 years or so to bring more industry into the area and to develop the tourist industry by the improvement and publicizing of recreational facilities. As early as 1940, a non-profit corporation was formed known as 'Southern Illinois Incorporated". A directory prepared by this organization in 1965 of manufacturers and processors covered 79 towns and cities of which 30 are located in the 12-county area served by the Project. In some of the larger communities

there is considerable diversity of industries; 35 are listed for Metropolis, 28 for Murphysboro, 25 for Harrisburg, and 20 each for Carbondale and Marion. But there are also nine towns listed with only one plant each. Among the manufacturers and processors are some well-known names of national corporations, as well as a number of local industries. There is a wide range of products; a few examples are asphalt, auto parts, bakery products, boats, candy, burial vaults, dairy products, hats, trailers, and soft drinks. But, in general, it is probably fair to say that the 12 counties of the Project are less industrialized than any area of comparable size in the State.

Saline County can be regarded as typical of the Project area and fortunately detailed information regarding this county is available in a study by Mary E. Harper.[1] Before the area was organized as a county, it was settled by Anglo-Saxon traders and home seekers who came with the westward expansion in approximately 1800. The early economy centered about agriculture and retail trade. There is no record of coal mining in the area which was to become Saline County before 1800. Although Illinois became a state in 1818, Saline County was not organized until 1847. In the early 1900's, coal developed as an important export product, and a major shift in the economy of the County occurred. Farming continued in the eastern section of the County, but coal mining became the important base in the western part. Immigrants were attracted by employment

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1. Mary E. Harper, An Investigation of the Personal and Occupational Aspirations of a Selected Group of High School Students in Saline County, Illinois. Master's thesis, Home Economics Department, Southern Illinois University, Carbondale, Illinois.

opportunities in the mines and the population peak of 38,353 was reached in 1920. Then came a shift to the use of natural gas, at first for heating homes and later for industrial use. In 1920, almost 4 1/2 million tons of coal were produced and the industry employed 5,876 persons. By 1960, the corresponding figures were 2.8 million tons of coal and 733 persons were employed. Population of the County decreased continuously from 1920 to a total of 26,227 in 1960. The decline was most rapid from 1950 to 1960. The population was also growing older. In 1950, the median age was 33.1 and in 1960 it was 39.7. Family income declined so that by 1960, more than two-thirds of the families reported incomes of less than $5,000 per year and three-fourths less than $7,000.

Four towns typical of those in the Project area are located in Saline County. One school is located in the rural population center of Galatia which has a population of 890. As coal production declined rapidly from 1940 to 1960, the population dropped from 933 to 830 and high school enrollment fell from 264 to 135 in 1965. About three-fourths of the students now live outside the village itself. The population of the village consists largely of retired couples, and job opportunities for young people are almost nonexistent. In a second town, Carrier Mills, population decline followed a similar pattern, and high school enrollment fell from 264 in 1940 to 218 in 1965. However, two mines are still in operation and provide some local employment. The town enjoys somewhat greater prosperity than Galatia. A third town, Eldorado, has a population of 3,500. Although mining practically ceased in the high school district

with the closing of two mines, the community sought out industry and now has two small factories. Moreover, farming has continued to be more of an economic base than in either of the two communities noted earlier, but with the consolidation of farms, employment possibilities have been reduced. High school enrollment declined from 660 to 417 in 1965. The largest of the four population centers is Harrisburg with a population of somewhat over 9,000 in 1960, but this is down from a high of 11,625 in 1930. High school enrollment declined from 1,184 in 1940 to 765 in 1965. The community has had some limited success in attracting manufacturing plants which now offer employment opportunities for approximately 550 persons. In addition, the Bowen Children's Center, a hospital for training the mentally retarded, offers employment for an additional 400.

Although Eldorado and Harrisburg were not among the towns finally included in the Project, they are rather typical of some which were included.

QUALIFICATIONS OF COUNSELORS

Mr. Joseph E. Jurkanin, Director of the Project; Mr. Charles Borger and Mr. George Blacker are all qualified counselors in the State of Illinois. All three have earned the Illinois Specialist's Certificate in Counseling and Guidance. Each have thirty-two semester hours in the field of guidance, twenty-six of which are at the graduate level and include work in each of the following areas of competency:

a. Principles and Techniques of Guidance

b. Appraisal Technique

c. Growth and Development of the Individual

d. Principles and Practices in Counseling

e. Occupational, Educational, Personal and Social Information

f. Mental Hygiene and/or Personality Dynamics

g. Organization of Guidance Services

h. Research

Mr. Jurkanin and both of the counselors had experiences in small rural high schools in the areas served by the Mobile Units. Mr. Borger and Mr. Blacker are life long residents of this area. All three of the personnel served in the Office of the Superintendent of Public Instruction as consultants in the Department of Guidance prior to their association with the Mobile Unit Project. The Department of Guidance administers funds under Title V:A, NDEA.

SUMMARY OF SERVICE ACTIVITIES GIVEN

Orientation:

In addition to the planning sessions conducted with administrators, orientation to the work of the project was provided for students in all schools by means of group meetings held separately for juniors and seniors. Following a general presentation by the counselor, opportunities for questions and discussion were provided. Typically these meetings were conducted for about an hour, but in a few cases ran to almost two hours.

Counseling interviews:

The number of interviews varied from 1 to 5 for individual students, and varied in length from 30 to 40 minutes. The total number of such individual interviews was 4,321 over the two-year period. In the early weeks of the project 90 percent of the interviewees were referred by the faculty to principal or superintendent, and then to the counselor, but by the end of the second semester 30 percent were self-referrals. If interviews are classified according to the basis on which they were initiated, then 80 percent can be classified as vocational decision making, and 20 percent as concerned with educational social adjustment. However, interviews which were begun on a vocational basis frequently developed into concerns with personal-social adjustment. There is no way of making an accurate assessment of such transitions. Conversely, interviews initiated on the basis of personal-social concerns, or for educational planning, sometimes shifted to vocational concerns.

Referrals:

To County Special Education Cooperatives--a total of 30 students during the two-year period, averaging 15 per year.

To Child and Family Services-- 16 over two years, 8 per year.

To the Division of Rehabilitation-- 6 cases.

To the Illinois State Employment Agency-- 29 in the first year, 33 in the second year, for a two-year total of 62.

Consulting Services to Faculty and Administration:

Assisted 7 schools in developing or revising cumulative record folders.

Assisted all schools in the development of testing services.

Individual testing of 12 students was provided over the 2 year period.

In-Service Training Sessions:

Four sessions were conducted with the faculty in each of the schools. One session was for general orientation to the project; a second considered the use of resources, including referrals to school psychologist, and the role of the school nurse; a third was given to the interpretation of test information; and a fourth to occupational information.

Community Activities:

Over the 2 year period, the counselors made 30 presentations to service clubs such as the Lions and Kiwanis, and 21 speeches to Parent-Teacher Groups.

Special Projects:

On April 4, 1967 a "Career Day" was conducted at Rosiclare High School. Schools from 5 counties cooperated in this project, and a total of 425 attended. More details are given in the "Monthly Log of Project Activities" which follows.

A MONTHLY LOG OF PROJECT ACTIVITIES

July, 1965

Preliminary planning was initiated by the Project Director.

A survey was conducted with the assistance of the Department of Labor to determine areas in the State of Illinois classified by the Department of Labor as economically underdeveloped. On the basis of this survey, 12 counties were identified in Southern Illinois in which underemployment was above average for the State.

August, 1965

Applications for the position of counselor were accepted and prospects were interviewed. Two counselors were employed.

The floor plan for the guidance mobile units was designed and preparations were made for submitting bids on the units.

A survey of informational and test materials to be used on the Project was made, and selections were made on the basis of materials which would best serve student needs.

September, 1965

Meetings were arranged and held with county superintendents of schools in the 12 southernmost counties of Illinois. Explanations were given of the Project and of procedures to be followed in the administration of the Project. Suggestions were solicited from the superintendents and opportunities for discussion were provided. The superintendents helped to identify the school districts which could profit most from the program.

The schools selected were visited by the Director and the counselors for the purpose of becoming acquainted with each school and community.

October, 1965

The Director and counselors met with the faculty and terminal students in each district for the purpose of acquainting them with the Project.

Meetings were held in each community with civic groups to acquaint them with the program.

Forms were designed to keep records for each student.

Counseling with terminal seniors was begun.

November, 1965

Orientation group meetings were continued with students, faculty, and civic groups.

Contacts were made with Illinois State Employment offices located in the area of the Project, and requests were made for assistance in providing information regarding job opportunities and other information which would be helpful in counseling young people.

The Illinois State Board for Vocational Education provided literature to be used with students, and assured the Director of their support in the Project.

Counseling with students continued, but emphasis was upon group meetings in each school district.

December, 1965

Letters were sent to dropouts and graduates still residing in the area, if graduates could be identified as still unemployed. They were invited to meet with the counselors in the offices of the county superintendents of schools.

Counseling and group guidance meetings with students were continued.

January, 1966

The General Aptitude Test Battery was administered by the Illinois State Employment Service, and the Airman Qualification Examination by the U.S. Air Force. Scores on both of these tests were made available for use by the counselors.

A list of manufacturers and processors in Southern Illinois was compiled as an aid for referral to job opportunities.

Follow-up letters were sent to identified dropouts who did not respond to the December letters.

A study was made of the test scores on the General Aptitude Test Battery.

Counseling with individual students was continued.

February, 1966

Meetings were held with county and district superintendents in which further suggestions were solicited as to means of improving the program.

A staff meeting was held with the Project Consultant to discuss progress and consider further types of data needed for evaluation of the Project during the third year.

The regional office of the Illinois Division of Vocational Rehabilitation was visited to enlist their assistance in providing assistance to handicapped individuals.

Counseling with individual students was continued.

March, 1966

Concentration for the month was upon counseling with individual students.

April, 1966

Counseling sessions were held in each school district one full day each week. Counselors discussed with each student the area of employment in which he felt he was most interested. Procedures for making applications were explained, and it was suggested that students begin to make contacts with the Illinois State Employment Service and other agencies.

Students who had physical disabilities were advised to contact the Office of Vocational Rehabilitation. Assistance in procedures was given.

Each student was encouraged to develop and adopt a plan to follow in seeking employment.

May, 1966

Individual counseling was continued. Counselors checked with each counselee in the Project to determine what progress had been made, whether the student was still interested in the vocational goal initially expressed, and what changes in approach seemed desirable.

Students were advised that mobile units would be at their schools one day each week during the summer months, and opportunities for making summer appointments were provided.

June, 1966

Individual letters were sent to students whom the counselors felt should be given additional attention. The letters repeated offers of summer counseling opportunities.

Discussions were held with county and district superintendents concerning progress of the program. They were asked to make recommendations for program improvement.

The Illinois State Employment Service and the Division of Vocational Rehabilitation were visited to follow-up students previously referred to them.

July, 1966

This was the vacation period for the staff.

August, 1966

Individual schools in the Project were contacted in regard to planning for the coming year, and for evaluation of the first year.

Counselors began planning for the 1966-67 school year.

Referral agencies were contacted in each community.

September, 1966

School visitations were begun with the opening of the school year, and counseling sessions with seniors were held.

Concentration for the month was upon orientation meetings with student groups, administrators, and teachers.

A survey was made of types of literature to be used in mobile units. Some new materials on careers and occupations were added. It was found that much material could be obtained free. Sources of materials were the Illinois State Employment Service, the Department of Vocational Rehabilitation, and various corporations and places of business.

October, 1966

Orientation programs were held for new teachers in the schools. The program was explained, and a request was made that the teachers help in student referrals. Arrangements were made with the Illinois State Employment Service to administer the General Aptitude Test Battery, and provide the counselors with the scores. The test reports were used in counseling with terminal students. Arrangements were also made with the U.S. Air Force to administer the Airman Qualifying Examination, and provide reports of the scores.

A survey of job opportunities in the Project area was begun. Other state agencies were contacted for up-to-date information on employment.

November-December, 1966

Orientation programs for new staff in the project districts were held, and counseling with students continued. Personal data sheets were completed in initial contacts with students, and available aptitude and achievement scores used in counseling.

Schedules were made for the administration during the second semester of the General Aptitude Test Battery and The Airman Qualifying Examination.

Some county superintendents were contacted and preliminary plans were made for holding a "Career Night" in several schools which did not have this type of service.

Counselors continued to contact area vocational and technical schools regarding training programs available.

Local referral agencies were furnished names of students who might benefit from their services.

Displays of vocational and career material were placed in local schools on a loan basis.

During the Christmas vacation period of the schools, visits were made by the counselors to State Employment offices, to military offices, and to various agencies to obtain current information.

January, 1967

Counselors administered, scored, and interpreted the Kuder, "General Interest Survey," series E, inventory. Scores on the General Aptitude Test Battery and The Airman Qualifying Examination were received for use. In general, there was considerable emphasis on testing during this month.

In-service brief training sessions were given to teachers to help them use some of the audiovisual materials available through the Mobile Unit.

In some classrooms, the counselors held discussions of occupational information for seniors.

The loaning of displays of occupational materials from the Mobile Units was continued. An occupational information kit was added to the materials available for loan.

Many requests are received from a variety of states for information regarding the Project. The Director serves as consultant to Illinois school districts interested in purchasing mobile units for their own districts.

February-April, 1967

Copies of the brochure entitled, "Mobile Guidance in Illinois," were sent to all county and district superintendents in Illinois, to selected colleges, and to the State Departments of Education in the United States.

On April 4, 1967, a "Career Day" was held at Rosiclare High School. High schools from five counties with a total senior enrollment of 425 students attended. Thirty-two different areas of employment were represented, and the opportunities and requirements for employment were explained. This was the first time that many of the schools had participated in such a program.

Counseling with individual students continued with focus on helping non-college bound seniors in making choices and applications for employment.

May, 1967

Considerable time was spent working with seniors who had a number of questions regarding last-minute changes of plans. Consultations were held with faculty members in reviewing materials available through the Units which they could use in their plans for the next year. Meetings were also held with each administrator to review the year's activities and suggestions for improvement were requested and discussed. Data regarding seniors were rechecked and entered into the records for use in the final report of the Project.

June, 1967

On June 1, the Project staff met in Decatur, Illinois and visited the Caterpillar Tractor Company plant. The staff met representatives of the Personnel and Training Section and obtained further information concerning employment and training opportunities. The staff also visited the Central Illinois Barber College in Decatur and received information regarding this school.

On June 7, the staff attended the Elementary Guidance Workshop held at Northern Illinois University. Through this meeting, it was possible to contact counselors from various parts of the State who had not had any previous contact with the Project.

On Jnne 12 and 13, the staff visited a number of industries in and near the St. Louis and Belleville metropolitan area. Industries visited were Granite City Steel Corporation, Monsanto Chemical Company, Purina Chow Industries, and the McDonald Aircraft Corporation. Representatives of the industries seemed very receptive to the idea of the Project, and appreciated the potential of the Project. Good working relationships were established which can be expected to assist in future work with terminal students. Other visits made during the month included a conference with Mr. Riveria, Disabled Veterans' Rehabilitation Counselor, and Kaskaskia Junior College.

Visits were made to each of the ten schools to secure data not previously available to complete the records for the Project. Several meetings were also held at the request of the schools involved to assist in the general guidance program planning.

Later Activities

According to the original plans for the Project, the two years reported above was to complete the service phase of the work. Actually, the service activities continued. They will not be reported in detail here, but a brief tabulation of some of the activities may serve to suggest the general nature of the continuing service.

1. A mobile display of materials was made available to the schools on a loan basis for two to four week periods.
2. Television programs were presented in several communities explaining the purpose and nature of services offered by the Project.
3. A total of six mobile units are now in operation extending the service well beyond the scope of the original Project.
4. A career day was planned and carried out in the spring of 1968.
5. Lists were prepared of students who might qualify for financial aid under provisions of Title III of the ESEA Program.
6. The staff attended a training session in the use of the General Aptitude Test Battery.
7. Several students were assisted in obtaining scholarships for a Vocational Technical Institute, and in obtaining assistance from Vocational Rehabilitation Service.
8. On several occasions, the counselors served as visiting lecturers in college classes in guidance, and a display was arranged for the students and faculty of the Marketable Skills Division of the Carbondale Community High School District 165.

Many other activities were carried on, but these few may serve to suggest the wide scope of the services offered.

Characteristics of the Pupil Population Served

At the time of first contact with each individual student, the counselors collected certain information regarding each student. The following description of pupil characteristics is based upon these data except for the grade point averages which were obtained from school records after the student completed his senior year. All data are for the first two years of the Project.

Sex. Of the total of 829 pupils, 432 were boys and 397 were girls, or 52.1 and 47.9 percent respectively.

County of Residence. The distribution of the group according to county of residence and by sex are summarized below:

Table 1. COUNTY OF RESIDENCE, ACCORDING TO SEX

County	Boys	Girls	Total
Gallatin	24	22	46
Greene	2	5	7
Hancock	0	1	1
Hardin	58	48	106
Johnson	63	56	119
Massac	13	21	34
Pope	23	26	49
Pulaski	88	64	152
Saline	50	49	99
Union	64	61	125
White	39	40	79
Williamson	8	4	12
Totals	432	397	829

Grade-point average. Grading was done on a four-point scale: 4.00 was A; 3.00 was B, and so on. Grade records were obtained for 797 of the 839 students, or 96.1 percent. An inspection of Table 2 shows

Table 2. NUMBER OF PUPILS BY SEX WHO EARNED GRADE-POINT AVERAGES AT EACH OF FOUR LEVELS

Grade-Point Average	Number of Students		
	Boys	Girls	Total
3.50 or higher	30	84	114
2.51 - 3.49	83	136	219
1.51 - 2.50	188	125	313
1.50 or below	112	39	151
Totals	413	384	797
Median	2.10	2.87	2.23

that the median grade-point average of the total group is about one-quarter of a grade point below the upper limit of the "C" range, and that the median for girls is somewhat above that for boys. However, 30 boys (7.3 percent of all boys) and 84 girls (21.8 percent of all girls) were in the upper group with GPA's of 3.5 or higher.

Subjects listed as first choice. A review of the tabulation reported in Table 3 yields some results which are rather commonly found. More girls than boys like English, and more boys than girls said they like mathematics. The preference for industrial arts is strongly on the side of the boys. And more boys than girls reported liking science. However, it must be noted that the proportion of both boys and girls who reported liking 'Other" seems very high. Apparently, the check list used did not

adequately anticipate the range of individual responses. The large numbers falling in the "other" category leaves 29.9 percent of the choices of boys and 38.5 percent of those of girls virtually unaccounted for. All that can be said for those groups is that their first choices were not any of those listed.

Table 3. NUMBERS OF PUPILS REPORTING VARIOUS SUBJECTS BEST LIKED, BY SEX

Subject	Boys	Girls
English	55	77
Mathematics	75	23
Typing	16	62
History	59	37
Industrial Arts	42	2
Shorthand	3	18
Science	53	25
Other	129	153
Totals	432	397

Number of Subjects Disliked. A review of the number of subjects disliked leaves the inescapable impression that the great majority of students were not very happy with their school subjects (Table 4). Only 14 students reported that there were no subjects which they disliked. In contrast to this, 84.4 percent of the boys and 85.4 percent of the girls (431 boys and 387 girls) said that they disliked two or more subjects. It is not clear from the data whether or not the pupils were

reporting only for subjects in which they were currently enrolled. It may be that a number included in their responses both those in which they were currently enrolled and some they had taken previously and disliked.

Table 4. NUMBER OF PUPILS BY SEX WHO REPORTED DISLIKING VARIOUS NUMBERS OF SCHOOL SUBJECTS

Number of Subjects	Boys	Girls	Total
None	5	9	14
1	62	39	101
2	110	116	226
3	254	223	477
Nonuseable responses	1	10	11
Totals	432	397	829

But the pattern is clear. A very few expressed no dislikes. About one-eighth of the total number of pupils disliked one subject (12.3 percent); about one-fourth (27.6 percent) disliked two subjects; and a definite majority (58.3 percent) disliked three subjects. As the number of subjects increases, the number of dislike reports increases. After all reasonable allowances are made, it seems clear that the dominant feeling about subjects is one of dislike. It may be, of course, that these feelings of dislike are not specific to school subjects; perhaps these pupils simply dislike school in general.

School persons named as most influential in important decisions. There were 796 who responded to the item concerning the most influential

school person, 96.0 percent of the total group. Of these, 406 were boys and 390 girls. For the total group, the teacher was named more than four times as frequently as the counselor, and the principal slightly more than two and one-half times as frequently as the counselor (Table 5). Boys named the teacher less frequently than did girls and named the counselor about twice as frequently as did girls. Boys also named the principal about one and one-half times as frequently as did girls. Interpreting these data, it should be recalled that both itinerant counselors were men, and that they saw students much less frequently than did either teachers or principals.

Table 5. SCHOOL PERSONS NAMED AS HAVING INFLUENCED PUPILS MOST IN IMPORTANT DECISIONS, FOR TOTAL GROUP, AND BY SEX

Person	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
Teacher	149	36.7	197	50.5	346	43.4
Principal	127	31.1	86	22.1	213	26.8
Counselor	54	13.4	26	6.7	80	10.1
Other	76	18.8	81	20.7	157	19.7
Totals	406	100.0	390	100.0	796	100.0

Out-of-school persons named as having influenced pupils most. There were somewhat fewer responses to the item concerning help from out-of-school persons than from school persons - 774 as against 796. The percent of the total group responding was 93.4.

Table 6. OUT-OF-SCHOOL PERSONS NAMED AS HAVING INFLUENCED PUPILS MOST IN IMPORTANT DECISIONS

Person	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
Parent	294	74.4	260	68.6	554	71.7
Brother	32	8.1	15	4.0	47	6.1
Sister	12	3.0	34	8.9	46	6.0
Other Relative	21	5.3	28	7.4	49	6.3
Minister or Priest	6	1.5	11	2.9	17	2.2
Employer	4	1.1	0	0.0	4	.4
Other	26	6.6	31	8.2	57	7.3
Totals	395	100.0	379	100.0	774	100.0

The most conspicuous characteristic is the great frequency with which parents were named as most influential. Although boys gave this response somewhat more frequently than girls, the difference is relatively small - 74.4 percent for boys and 68.6 percent for girls. If all relatives are considered together, 90.1 percent of the persons regarded as influential by the total group are accounted for; in other words, 9 out of 10 pupils considered some relative as the most influential among out-of-school person in their decision making.

Present situation. At first contact with the counselor, each pupil was asked to respond to an item indicating whether or not he had a part-time job, and whether or not he would like to quit school and get a job (Table 7). Of the total group, 811 or 97.8 percent responded.

Table 7. ENROLLED PUPILS HAVING OR NOT HAVING PART-TIME JOBS, OR WHO WOULD LIKE TO QUIT SCHOOL AND GET A JOB

	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
Have part-time job	170	40.2	84	21.7	254	31.3
Do not have part-time job	250	59.0	304	78.3	554	68.3
Would like to quit school and get job	3	.8	0	0.0	3	.4
Totals	423	100.0	388	100.0	811	100.0

A review of the data in Table 7 shows that somewhat less than one-third of the total group had part-time jobs. The rate of part-time employment of boys was approximately twice that of girls, 40.2 percent as compared with 21.7 percent. Only three pupils admitted to wishing to quit school and find a job, and all of these were boys. It is very doubtful, however, that this last statistic should be taken at face value; it is very possible that a number who might actually wish to quit school would be reluctant to give this response to a counselor.

Vocational first choises. About 8 out of 10 pupils indicated first vocational choices: 84.5 percent of the 366 boys responding; 82.6 percent of the girls; and 83.5 percent of the total group. However, examination of the data on a school-by-school basis showed marked variation among schools - enough to suggest that either directions and

and explanations of directions varied greatly, or that there were considerable differences in the way the pupils understood the directions. In some schools there were almost no "undecided" responses, and in others as high as one-third were undecided. These data must therefore be taken with great caution. Coding of occupational choices was done on the basis of the 1965 edition of the Dictionary of Occupational Titles. In a number of cases, the information was so incomplete or ambiguous as to make accurate classification impossible. For the total group, these responses amounted to 99, or 14.3 percent (Table 8).

Table 8. EXPRESSED FIRST OCCUPATIONAL CHOICES, BY SEX

	Boys		Girls		Total	
	Number	Percent	Number	Percent	Number	Percent
Professional and managerial	27	7.5	24	7.3	51	7.3
Clerical and sales	4	1.1	9	2.8	13	1.9
Service occupations	60	16.4	64	19.5	124	17.9
Farming, fishery and forestry	82	22.4	76	23.2	158	22.8
Processing occupations	37	10.1	50	15.3	87	12.5
Machine trades occupations	13	3.5	11	3.4	24	3.4
Bench work occupations	13	3.5	7	2.1	20	2.9
Structural workers	67	18.3	51	15.6	118	17.0
*Miscellaneous	63	17.2	36	10.8	99	14.3
Totals	366	100.0	328	100.0	694	100.0

*Not enough information given for accurate classification.

One rather clear indication does seem to emerge, and that is the concentration of occupational choices in service occupations; in the farming, fishery and forestry category (in this case, large farming); in processing occupations; and in structural work. This is probably about the only generalization that can be made from the data of Table 8 with any feeling of certainty, in view of the difficulties with data noted above.

Employment status of fathers. Pupils were asked to tell whether their fathers were employed, unemployed, or in some other situation. These data reported in Table 9 are highly suspect. First, there is no way of knowing whether or not several students might be reporting for the same father. Second, the number reported as unemployed - less than one percent - seems very low for an area experiencing the kind of economic difficulties this area is. Third, 76 pupils were from families receiving assistance under Aid to Dependent Children (Table 16); these figures were based on information from school sources rather than upon student reports. One might speculate that some of those reported in the information given in Table 9 as "other" were actually unemployed. Also, with a considerable number of families receiving ADC, it seems possible that the "unknown" category was actually considerably larger, since the whereabouts of some fathers of families receiving ADC was unknown.

Table 9. EMPLOYMENT STATUS OF FATHERS AS REPORTED BY PUPILS

Status	Boys	Girls	Total
Employed	355	322	677
Unemployed	2	4	6
Other	69	63	132
Unknown	1	3	4
Unanswered	5	5	10
Totals	432	397	829

Occupation of father when employed. Table 10 reports the occupations of fathers as reported by the pupils. The same difficulties were encountered here as in coding the occupational choices of pupils. Some of the information reported was so indefinite that accurate coding was impossible; these appear in the "miscellaneous" category in Table 10. And as in the case of occupational status, it was not possible to tell whether or not several pupils might be reporting for the same father.

But after making the necessary reservations as to the nature of the data, one definite impression comes through. There is a strong concentration in in-service occupations; in farming, fishery and forestry; in processing occupations, and in structural work. This is the same pattern found in the occupational choices expressed by pupils.

Table 10. OCCUPATIONS OF FATHERS WHEN EMPLOYED, AS REPORTED BY PUPILS, SEPARATELY ACCORDING TO SEX

Occupational Group	Boys	Girls	Total
Professional or managerial	28	27	55
Clerical or sales	4	10	14
Service occupations	63	65	128
Farming, fishery or forestry	82	78	160
Processing occupations	38	51	89
Machine trades occupations	13	11	24
Bench work occupations	15	7	22
Structural workers	71	52	123
*Miscellaneous	64	36	100
Unanswered	54	60	114
Totals	432	397	829

*Not enough information given for accurate classification, or retired, or partly self-employed, or similar.

The similarity of the pattern of employment of fathers and occupational choices of pupils suggests a strong tendency for occupational expectations of pupils to follow the employment of their fathers. This, of course, does not mean following the same specific occupation, but rather to choose an occupation in the same category of the father. This similarity seems to even cut across sex lines. One might not expect many of the fathers in this area to be employed in clerical and sales occupations, but

it is surprising that only 2.8 percent of the girls expressed choices in this area (Table 8). Again, service occupations do not usually constitute a popular category of choice among high school students, but 16.4 percent of the boys and 19.5 percent of the girls chose such occupations (Table 8). It is interesting to note that 63 of the boys (16.7 percent of those reporting) and 65 of the girls (16.3 percent) reported that their fathers were employed in service occupations. The similarity of percentages is striking. In general, a comparison of employment of fathers, and occupational choices of pupils, seems to indicate a strong continuity of family pattern. Certainly there is very little evidence to suggest that these high school pupils represent social mobility through occupations. They seem remarkably lacking in mobility aspirations as compared with groups in more urban settings.

Education of parents. In Table 11 are summarized the data regarding the highest grades completed by mothers and fathers, as reported by pupils. Again, there may be some overlap, since several students may have reported for the same parents. However, the general pattern is clear; the majority of both fathers and mothers had completed the eighth grade or less. Considerably fewer were high school graduates; typically about two-thirds as many of the mothers as those who terminated formal schooling at or below the eighth grade, and about one-third as many fathers. About 7 to 9 percent of pupils reporting indicated that one or both parents were high school graduates. Very few parents had had any college at all, and college graduates were scarce indeed among parents.

Table 11. HIGHEST GRADE COMPLETED BY MOTHERS AND FATHERS, AS REPORTED BY PUPILS SEPARATELY BY SEX OF PUPIL REPORTING

Highest Grade Completed	Mothers As Reported By		Fathers As Reported By	
	Boys	Girls	Boys	Girls
8th grade or less	170	166	194	179
9th, 10th, or 11th	108	92	75	63
12th - high school graduation	106	104	70	69
Some college - less than 4 years	12	15	17	15
4 years of college or more	4	4	9	4

EVALUATION

As this project was conceived, proposed, and approved it was primarily a demonstration project, and only secondarily a research undertaking in the formal sense of the word. If some label must be applied it is perhaps most appropriately termed "action research." In view of this service orientation some of the traditional considerations of research design become only mildly relevant, and some of the textbook emphases become simply impossible. For example, while it might be highly desirable to adopt a before-and-after design, information was simply not available for an adequate appraisal of the "before" status in regard to the items such as degree and accuracy of occupational information possessed by students, or their perceptions of occupations, or

value structures as related to vocational motivations. In like manner, it was not practicable to adopt a control and experimental design unless one were willing to approach participating schools and say in effect, "We would like to offer you service on an incidental basis, but our real interest is in research, and so we propose to offer service, to some of your students as experimentals, and let the other stand as a control group." One must establish priorities, and the priority adopted here was that of a demonstration project first.

In any evaluation, however, a basic consideration is that of criteria. Four criteria were chosen: (1) the degree of acceptance of the project by school administrators, (2) stimulation provided to participating schools, (3) the degree of impact upon the program of guidance services at the State level, and (4) the relationship of certain family, community, and subcultural factors which might be hypothesized to exert limiting influences on the behavior of individual students participating in the project. Operationally, these factors were defined as those which were hypothesized as related to status in September following graduation in June. The underlying assumption is, of course, that guidance services do not and cannot operate in a social vacuum, and it therefore becomes important to attempt an appraisal of the relationship of such non-project factors to at least one outcome associated with the project - in this case, status after graduation.

1. Degree of Acceptance of the Project by School Administrators

There is no doubt that the project was well received by school administrators. By the second year there was no longer any need to solicit schools for their participation. Rather, there were more applicants than could be accommodated, and the problem became one of selection. As concrete evidence of the acceptance by administrators one can consult the collection of letters received by the Director of the project. Copies of a representative sample of these letters may be found in Appendix A. In all approximately 350 such letters were received over the two-year period.

2. Stimulation Provided to Participating Schools

Necessarily this criterian involves subjective judgments made by the counselors and Director on the basis of attitudes expressed informally by administrators and teachers, but there is also concrete factual evidence. By the end of the first year, six of the participating schools - Rochester, Vienna, Mulberry Grove, Grayville, Shawneetown, and Ridgway - had employed their own counselors and organized their own guidance programs. Schools which continued in the project offered expanded services which seem to be clearly outcomes of the project. Examples of these are organizing cooperative career days; incorporated occupational information into classroom teaching; utilizing the General Aptitude Test Battery and the Airman Qualifying Examination; utilizing

resources of the Illinois State Employment Service, the Department of Vocational Rehabilitation, and the Division of Vocational Education in ways and to degrees not previously used, and a whole range of other activities previously reported in the monthly log of activities.

3. The Degree of Impact Upon Guidance Services at the State Level

The project made an impact far beyond the schools actually participating in the project. In Illinois, four additional mobile units were purchased, staffed, and equipped to serve four other areas of the State. In addition to the impact on Illinois programs, there was at least some influence upon other states. The Director of the project received inquiries from most of the other 49 states, and carried on extensive correspondence in which he furnished general information, supplied sketches of the plans of the mobile units, and responded to various specific questions.

4. The Relationship of Family, Community, and Subcultural Factors Which Might be Hypothesized as Limiting Factors.

It seems obvious that the project could provide only a few influences among a whole complex of factors influencing the behavior of individual students. It would be utterly naive to suppose that one two-year project could bring about fundamental changes in the deeply entrenched cultural patterns of the area. But it became important to undertake some limited appraisal of some of the family and social factors impinging upon individual students. The reference point chosen against which to seek to

evaluate examples of these factors was the status in September of June graduates. It was assumed that some understanding of the relationship of some of these factors to status following graduation would provide a perspective in which to place the specific efforts of the project. There was no thought of trying to account for all the variance involved in post-graduation status. For this aspect of the study, seven hypotheses were developed, stated in null form, and tested by chi-square treatment. For sake of brevity, each hypothesis is stated along with the results of testing.

STATUS OF GRADUATES IN SEPTEMBER

In each of the two years, the status of those who had graduated in June was determined in September of the same year. Such data do not, of course, provide any real material for a follow-up study since there was no way of determining the success of either those who entered some kind of post-high school education or training, or those who entered employment. Moreover, even if follow-up data at some considerably later date could have been secured, there would have been no control group available for comparison. The purpose of the project was primarily service, and there was no feasible way in which the services of the mobile units could be withheld from a part of the total group for

the sake of obtaining a control group. Nor were there comparable data available in the schools from the years before the Project was begun which might permit before-and-after comparisons.

In view of these limitations, it was felt that a testing of the possible relationships between status soon after graduation and certain student and home characteristics might provide useful information which would place the activities of the Project in perspective. Seven hypotheses were developed and tested by means of chi-squares. In the first six of these hypotheses, the analysis was made separately by sex since the categories for the two sexes were not comparable. In the case of boys, military service was used, and in the case of girls, marriage. Grade-point averages were those at the time of graduation.

Hypothesis I. <u>There is no relationship between status in September following graduation and grade-point average</u>.

Data were available for 382 boys and 347 girls, or 88.4 percent of boys and 87.4 percent of girls. Only two girls had entered military service and eight boys were married; both these groups were omitted from the analysis. Also omitted were 14 girls who were reported as married and employed since there was no way of determining whether they were employed full-time or part-time.

Table 12. RELATIONSHIP OF GRADE-POINT AVERAGES TO STATUS IN SEPTEMBER

Boys

GPA	Entered 4-Year College	Entered Junior College	*Entered Short-Term Training	Employed Full-Time	Unemployed	Military Service	Total
3.50 or higher	7	5	3	9	1	4	29
2.50-3.49	14	16	10	26	1	10	77
1.50-2.49	4	20	18	91	12	26	171
Below 1.50	1	8	8	61	7	20	105
Totals	26	49	39	187	21	60	382

Chi-square for 15 df at .01 level 24.996
Obtained chi-square 78.488
*Less than two years

Girls

	Entered 4-Year College	Entered Junior College	*Entered Short-Term Training	Employed Full-Time	Unemployed	Married	Total
3.50 or higher	13	10	12	18	18	10	81
2.50-3.49	7	15	20	35	25	17	119
1.50-2.49	8	8	19	38	17	22	111
Below 1.50	3	1	0	14	10	8	36
Totals	31	33	51	105	70	57	347

Chi-square for 15 df at .01 level 24.996
Obtained chi-square 25.798
*Less than two years

An inspection of Table 12 suggests that for those earning grade-point averages above 2.50, grades earned were not strongly related to whether the person entered a four-year or junior college. Below a grade-point average of 2.50, the number entering either kind of college appears to drop off rapidly. This is true for both boys and girls. As to those entering full-time employment, 33.0 percent of the boys having GPA's above 2.50 entered employment, while most of the others entered some kind of further schooling. Among those having GPA's below 2.50, 55.5 percent entered employment, but only 21.4 percent continued on into some kind of post-high school preparation. Among girls, the pattern is less clear. For all girls, 105 (30.3 percent) were employed; of these, 53 had earned GPA's above 2.50, and 52 below - almost no difference. But it is interesting to note also that of the 57 girls who were married (16.4 percent of all girls), 27 had earned GPA's above 2.50, and 30 below - again, almost no difference. But when the overall relationship between status in September and grade-point average is considered, the null hypothesis can be rejected at the .01 level for both boys and girls.

Hypothesis 2. <u>There is no relationship between status in September following graduation and school personnel reported as influencing them most.</u>

Of the total group of 432 boys, there were 375 (89.1 percent) who furnished both kinds of information needed, and 350 (88.2 percent) of the 397 girls who did so. Some students could not be included in the tabulation. One boy was married and unemployed, and he was not

included. Eight boys were married and employed (presumably full-time, but this was not clear); these married boys were omitted to avoid confusing the marriage and employment factors.

Table 13. STATUS IN SEPTEMBER FOLLOWING GRADUATION AS RELATED TO IN-SCHOOL PERSONS NAMED BY STUDENTS AS MOST INFLUENTIAL IN MAKING IMPORTANT DECISIONS

Boys

Person Named	Entered 4-Year College	Entered Junior College	Entered Short-Term Training	Employed Full-Time	Unemployed	Military Service	Married	Total
Teacher	9	22	17	62	8	21		139
Principal	9	13	8	60	5	19		114
Counselor	1	3	6	31	0	8		49
Other	7	9	8	30	9	10		73
Totals	26	47	39	183	22	58		375

Chi-square for 15 df at .05 level = 25.996
Obtained chi-square 20.107

Girls

Teacher	17	12	28	51	26	40	174
Principal	9	11	7	28	9	14	78
Counselor	1	2	5	8	5	4	25
Other	3	8	11	19	17	15	73
Totals	30	33	51	106	57	73	350

Chi-square for 15 df at .05 level = 25.996
Obtained chi-square 14.592

Difficulty was encountered in interpreting this table because there was no basis for determining those in the "other" category. It is

tempting to speculate that in the case of boys, some of these may have been coaches who might have been regarded by boys as different from teachers, but there is no way of knowing. There seems to be no basis at all for speculating about those included by girls in "Others". One interesting finding is the order of frequency in which various persons were named: teachers first, followed by principals, then "Others", and counselors last. This is true for both boys and girls. In regard to this order, it should be recalled that the mobile units operated only in schools which had no established guidance programs and so no counselors in the schools. It is safe to say that (with the possible exception of a very few transfer students coming into the schools) these students had had no contact with counselors prior to the opening of the Project and during the Project they could see counselors at a maximum of once in two weeks. But whatever speculations might be offered in explanation of the findings, the most important thing is that no significant relationships were found between status in September and the in-school persons named by students as most influential.

Hypothesis 3. <u>There is no relationship between status in September after graduation and out-of-school persons named as having influenced students most in making important decisions.</u>

In testing this hypothesis, the categories of four-year colleges, junior colleges, and short-term training were collapsed into the one category of further schooling (Table 14). This seemed appropriate

since this hypothesis was concerned with out-of-school personnel. Data were available for 342 or 79.1 percent of all boys, and for 334 or 84.1 percent of all girls.

Table 14. STATUS IN SEPTEMBER FOLLOWING GRADUATION AS RELATED TO OUT-OF-SCHOOL PERSONS NAMED AS MOST INFLUENTIAL IN MAKING IMPORTANT DECISIONS

Person	Further Schooling	Employed Full-Time	Unemployed	Military Service	Married*	Total
			Boys			
Members of family	80	158	21	51		310
Minister or priest	3	1	0	2		6
Other	7	14	1	4		26
Totals	90	173	22	57		342

Chi-square for 6 df. at .05 level = 12.592
Obtained chi-square 4.557

		Girls			
Member of family	97	93	48	57	295
Minister or priest	2	3	3	2	10
Other	8	6	4	11	29
Totals	107	102	55	70	334

Chi-square for 6 df. at .05 level - 12.592
Obtained chi-square 7.280
*Married and not employed

These samples were not as adequate as had been hoped. The category of "Member of family" included parents, brother, sister, or other relative.

As in the case of hypothesis 2, there was no way of determining constituents of the "Other" category.

The most striking impression to be gained from Table 14 is the large proportion of both boys and girls who named a member of the family as the out-of-school person who influenced them most in important decisions. In the case of boys, these amounted to 90.6 percent, and for girls 88.3 percent. In striking contrast are the very small numbers of both boys and girls who reported that a minister or priest had influenced them most - only 6 boys and 10 girls. When the relationship between persons named and status in September was tested, the null hypothesis could not be rejected at the .05 level. In fact, the levels reached were only modestly above .25 for boys, and a little below .50 for girls.

Hypothesis 4. <u>There is no relationship between status in September following graduation and education of father.</u>

Necessary data were obtained from 365 boys, 80.8 percent of all boys and from 330 girls, or 83.1 percent. As in hypothesis 3, eight boys were married and employed, and so were omitted. Two girls who were in military service were omitted. Most of both boys and girls who were not included were omitted because of lack of information on education of father. Inspection of Table 15 indicates a disproportionately high representation in full-time employment, in unemployment, and in military service among those whose fathers had limited education. Of

the 194 boys whose fathers had completed the eighth grade or less, 55.7 percent were employed, 7.2 percent were unemployed, and 18.0 percent entered military service. On the other hand, this group was markedly under-represented among those who went on to further schooling; only 19.1 percent did so.

Table 15. STATUS IN SEPTEMBER FOLLOWING GRADUATION AS RELATED TO EDUCATION OF FATHER

Highest Grade Completed By Father	Further Schooling	Employed Full-Time	Unemployed	Military Service	Married	Total
			Boys			
8th grade or less	37	108	14	35		194
9th, 10th, or 11th	22	42	3	8		75
12th grade	31	26	5	8		70
some college	12	1	0	4		17
4 years of college or more	5	4	0	0		9
Totals	107	181	22	55		365

Chi-square for 12 df at .01 level = 26.217
Obtained chi-square 43.206

			Girls			
8th grade or less	44	57	34		44	179
9th, 10th, or 11th	19	21	11		12	63
12th grade	30	16	8		15	69
some college	9	1	2		3	15
4 years of college or more	4	0	0		0	4
Totals	106	95	55		74	330

Chi-square for 12 df at .01 24.725; at .05 level 21.026
Obtained chi-square = 24.673

For girls whose fathers had an eighth-grade education or less, the pattern was rather similar, although a somewhat greater proportion went on to further schooling (24.6 percent), and exactly the same percentage married. Almost one-third of the girls had entered employment (32.2 percent) as compared to 55.7 percent of boys. In testing the overall relationship, the obtained chi-square was well beyond the .01 level for boys while for girls the chi-square was just short of the .01 level, but definitely significant at the .05 level. The null hypothesis could be rejected for both boys and girls. Clearly the education of the father was related to status shortly after graduation.

Hypothesis 5. <u>There is no relationship between status in September following graduation, and receipt of Aid to Dependent Children by the family</u>.

The data available for testing this hypothesis were less satisfactory than in the case of any of the other hypotheses. The samples consisted of only 71.5 percent of the boys and 64.1 percent of the girls. Moreover, it is probable that there is some duplication of information due to several members of the same family being involved; there was no way to check this. But accepting the information in Table 16 with caution, it appears that about one-seventh of the boys (14.8 percent), and approximately the same proportion of girls (12.1 percent) came from families receiving ADC. Among the girls, there were some interesting differences. Families not receiving ADC sent slightly more than four times the proportion of girls on to further schooling as those who did receive ADC -36.6 percent as

against 8.8 percent. The rate of unemployment was more than twice as great among girls from ADC homes (32.4 percent as against 14.0 percent), while the employment rate of girls from ADC homes was almost five times that of those from non-ADC homes - 23.1 percent and 5.4 percent. There was not much difference in rate of marriage rate: 14.7 percent and 23.0 percent for girls from ADC and non-ADC homes. However, it must be emphasized that the numbers in some of the sub-cells for the ADC group are so small that no firm conclusions can be drawn. Chi-square tests showed no significant relationship for boys, but for girls the chi-square obtained was significant at the .01 level.

Table 16. STATUS IN SEPTEMBER FOLLOWING GRADUATION AS RELATED TO RECEIPT OF AID TO DEPENDENT CHILDREN BY FAMILIES

AID Received By Family	Further Schooling	Employed Full-Time	Unemployed	Military Service	Married	Total
			Boys			
Yes	7	23	3	9		42
No	80	113	12	37		242
Totals	87	136	15	46		284
	Chi-square for 3 df at .05 level = 7.815					
	Obtained chi-square 6.744					
			Girls			
Yes	3	15	11		5	34
No	89	64	34		56	243
Totals	92	79	45		61	277
	Chi-square for 3 df at .01 level = 11.341					
	Obtained chi-square 18.024					

Hypothesis 6. <u>There is no relationship between status in September following graduation and number of persons living in the home</u>.

The samples available for testing this hypothesis were only moderately satisfactory. Of the total of 432 boys, information was available for 371 or 85.9 percent, and for 344 of the 397 girls (86.6 percent). Inspection of Table 17 suggests that a greater proportion of boys coming from homes with smaller numbers living in them went on to further schooling than was the case of those from homes with larger numbers. If the first two categories and the last two are combined giving home sizes of 1 to 5, and 6 or larger, then it can be seen that 96 of the 265 boys in homes in this size range went on to further schooling. This is 36.2 percent. In similar fashion, it can be found that 19.8 percent of the boys living in homes with larger numbers in them went on to school. In other words, almost twice the percentage of boys from homes with smaller numbers went on to school than was true for those from larger homes. In the case of employment, the proportions were almost identical, 49.0 percent from smaller home groups, and 50.0 percent from larger. For boys, the overall relationship of status in September was significantly related to number of persons living in the home; the obtained chi-square was well beyond the .01 level.

For girls, however, the null hypothesis could not be rejected. It is interesting also that about one-third of those from both smaller and larger home groups went on to further schooling, 38.1 percent from the

smaller, and 32.1 percent from the larger. And as to marriage rate, the differences were not great; 27.3 percent from the smaller groups were married, and 15.6 percent from the larger.

Table 17. RELATION BETWEEN STATUS IN SEPTEMBER FOLLOWING GRADUATION AND NUMBER OF PERSONS LIVING IN THE HOME

Boys

Number In Home	Further Schooling	Employed Full-Time	Unemployed	Military Service	Married	Total
2 or 3	50	55	6	10		121
4 or 5	46	75	1	22		144
6 or 7	13	29	5	14		61
8 or more	8	23	2	12		45
Totals	117	182	14	58		371

Chi-square for 9 df. at .01 level 21.666
Obtained chi-square = 31.623

Girls

2 or 3	30	23	13	28	94
4 or 5	48	44	21	28	141
6 or 7	25	24	13	15	77
8 or more	10	13	7	2	32
Totals	113	104	54	73	344

Chi-square for 9 df at .05 level 19.919
Obtained chi-square = 10.550

Hypothesis 7. There is no relationship between first vocational choice of student and education of father.

The data on which Table 18 was based were not very adequate, but nevertheless seemed worth analysis. Information regarding education of

father was reported by students, and did not seem to warrant any finer categorization than the five-category classification used. Data on first vocational choice of students seemed to reflect varying understandings of directions from one student group to another, and may be of questionable reliability. Moreover, 41 returns were blank as to education of father, and 100 were blank as to vocational choice. In the latter case, it was not always possible to determine whether the blank was simply unanswered, or might really mean "undecided". In view of such considerations, only a very gross analysis with both sexes combined seemed justified. However, responses of sorts were obtained from 592 students, or 71.4 percent of the total group of 829.

Vocational choices which could be interpreted with reasonable assurance were classified according to the 1965 Dictionary of Occupational Titles. The 1965 edition has eliminated a considerable portion of the status or prestige element which seemed so evident in the earlier 1949 edition, and so Table 18 should not be interpreted in such terms. Probably these data are best interpreted simply as an indication of the relationship between the kind of occupation chosen by the student and the educational level of father. In any event, there is a statistically significant relationship well beyond the .01 level.

Inspection of Table 18 reveals that there is a strong concentration of student choices in the service occupations, and in farming, fishery, and forestry (for this group, largely farming). These two categories account for 47.5 percent of the choices of the entire group.

Table 18. FIRST VOCATIONAL CHOICE OF STUDENT AS RELATED TO EDUCATION OF FATHER (BOTH SEXES COMBINED)

Highest Grade Completed by Father

Student Vocational Choice	8th Or Less	9, 10, Or 11	12	Some College	4 Years Or More Of College	Total
1	12	10	13	5	11	51
2	2	2	8	1	0	13
3	58	26	33	4	2	123
4	103	27	20	7	1	158
5	56	14	14	2	1	87
6	11	2	8	2	0	23
7	7	8	5	0	0	20
8	62	23	27	5	0	117
Totals	311	112	128	26	15	592

Chi-square for 28 df at .01 level 48.278
Obtained chi-square 138.457

Key to Student Vocational Choice

Row 1 Professional or Managerial

Row 2 Clerical or sales

Row 3 Service occupations

Row 4 Farming, fishery, or forestry

Row 5 Processing occupations

Row 6 Machine trades occupations

Row 7 Bench work occupations

Row 8 Structural occupations

It can also be observed that, of the 281 students making choices falling in these two categories, most (56.7 percent) came from homes in which fathers' educational level was the eighth grade or less. Very few (14 out of 281, or 5.0 percent) of those choosing service or agricultural occupations came from homes in which the father had any degree of college background. Other observations might be made from the data of Table 18, but the questionable quality of the data does not seem to justify further speculations in spite of the high chi-square obtained.

Contingency Coefficients

Relatively few of the relationships which were tested by chi-square proved to be significant. For those chi-squares which were at the .05 level or better, the chi-squares were converted into contingency coefficients (Table 19).

Table 19. CONTINGENCY COEFFICIENTS FOR SIGNIFICANT RELATIONSHIPS

Variables	Boys	Girls
Grade-point average and status in September following graduation	.412	.263
Education of father and status in September following graduation	.224	.200
Receipt of Aid to Dependent Children by family and status in September following graduation	ns	.247
Number of persons living in the home and status in September following graduation	.279	ns
	Combined sex groups	
First occupational choice of pupil and education of father	.435	

An inspection of the coefficients suggests that none is high enough for individual prediction. However, the coefficients between status in September and grade-point average (.412 for boys), and between occupational choice and education of father (.435 for the combined group) are about as high as those sometimes obtained between grade-point average and some tests of intelligence. One can only speculate as to what the various coefficients may mean. First of all, it is interesting that grade-point average and status are somewhat more closely related for boys than for girls. The rather high and early marriage rate may have an attenuating effect on the coefficient for girls since presumably grade-point average is not commonly a major factor in choice of marriage partners. Education of father and status are significant for both boys and girls, though the coefficients are small. Perhaps this means that the life style in homes in which fathers have better education is reflected in the greater tendency of the children to continue education. The receipt of Aid to Dependent Children by the family is related to status for girls, but not for boys. This is a puzzling relationship. Perhaps boys from these homes are less hampered than girls in making their own choices, in finding employment, and, in general, in escaping the limitations of the home situation. The number of persons living in the home was included as a variable with the thought that this might be a rough indicator of socioeconomic status, on the assumption two or more families living in the same home would prefer to live separately if they could afford it and since high birth rate tends to be associated with lower class status. (Actually, the relationship is an inverse one because

of arrangement of categories, although the coefficient is positive). Neither assumption may be valid, however. The first assumption of preferring to live in separate homes may be modified by the strongly rural culture of the area, and the second assumption may be modified by religious factors. In any event, the relationship holds for girls, but not for boys. And finally, the highest coefficient of 435 between occupational choice of pupils and education of father is a variant of the relationship between occupational choice of pupil and occupation of father. Here it is not only a case of "like father, like son", but "like father, like son or daughter". Degree of education of father seems to be related to the likelihood of perpetuation of family patters, and since most fathers have limited education of less than high school graduation, the family pattern is more apt than not to be repeated.

CONCLUSIONS AND DISCUSSION

On the basis of the three criteria of acceptance by school administrators, stimulation provided to participating schools, and impact made upon state level guidance services in Illinois the project was definitely successful. But on the matter of effect upon the individual student of the guidance activities provided (including vocational counseling), the evidence is by no means clear.

The project did develop evidence that a number of family, school, and community factors were significantly related to status in September following graduation in June. For boys the categories of status used were "further schooling," "employed full time," "unemployed," and "military service." For girls, marriage was substituted for military service. In testing the relation of the status "further schooling" to grade-point average and influence of in-school persons, "further schooling" was subdivided into "entered four-year college," "entered junior college," and "entered short-term training." In all cases, the .05 level was accepted as indicating significant relationships.

The factors found to be significantly related to September status were grade-point average (for boys and girls); highest school grade completed by father (for both boys and girls); the receipt by families of Aid to Dependent Children (for girls but not for boys); the number of persons living in the home (significant for boys but not for girls). Factors not significantly related to status were both in-school and out-

of-school persons reported by students as influencing them most in making important decisions (for both boys and girls); receipt by families of Aid to Dependent Children (for girls); and the number of persons living in the home (for girls).

There is no doubt that the project did provide counseling assistance to a number of students who would not otherwise have received it in any systematic way. Cases of individual assistance can be documented, as in assistance in job placement, and the boy who was helped to obtain an artificial eye through the Division of Vocational Rehabilitation. But in general terms, the effect of counseling upon post-school status is an open question. Pupils themselves more frequently regarded teachers and principals as more important influences than counselors (of course, counselors were new in the schools and were not seen frequently). One gets the impression that it is difficult for visiting counselors to break into the rather tightly contained social and cultural world in which the pupils lived. This is a world of strong rural patterns, strong family influences, limited occupational opportunities, restricted educational backgrounds of most parents, an expectation of early marriage for girls, a dislike by many of school (perhaps because the subjects they study seem out of tune with the reality which they know), and an occupational tradition that seems to reinforce the idea that the younger generation will go along in the general occupational path of their parents. Much of this is doubtlessly changing, but is changing

slowly. Evaluation of changes in the individual as a result of the project is perhaps more a matter of faith than demonstrable fact. Surely, we expect, it must be that individuals did profit from the effort, but it is too much to expect that the assistance received could be more than a relatively small influence upon status after graduation as compared with the impact upon the individual of the total family, community, and subcultural patterns.

RECOMMENDATIONS

On the basis of experience with this project, the following :ommendations can be made for consideration of those interested services by itinerant counselors for students in schools located communities comparable with those in this project.

1. Counseling services should be coordinated with broader efforts to enrich the educational offerings of the schools. Specifically, it seems desirable to include in the team working on the project a curriculum specialist to work with the schools in developing educational experience more meaningful to students living in the kind of cultural milieu in which these students live. In this student population the modal expectation is that the boys will seek full-time employment after graduation, and girls will be married within a few months of graduation. Curriculum should begin with these realistic expectations. A further implication growing out of the relatively large number of graduates who seek full-time employment rather than further schooling is that there is much need of more opportunity for vocational education.
2. A second proposal is that beginning late in the first year or early in the second year a larger emphasis should be placed upon providing training for teachers to participate more fully in guidance work. This should not be undertaken

too early because it will probably require most of the first year for the project to serve its demonstration function of what can be done. In this project this seems to have been accomplished since six of the schools employed counselors and developed their own programs. But in communities such as those served by the project, there will always be a number of small schools which simply do not have the economic base for supporting full-time qualified counselors. The purpose of the training would not be to convert teachers into counselors in a few short workshops, but rather to do two things: (1) to help teachers to function in their own schools in group activities and to collaborate more effectively with counselors, and (2) to encourage those who are seriously interested in becoming counselors to attend summer schools and to move toward becoming qualified.

A third recommendation is that at the conclusion of a project such as this one, a follow-up phase should be undertaken for the purpose of establishing area centers for continuing services by itinerant counselors who would operate out of these centers to provide counseling services in schools which are too small to employ full-time counselors. Such centers should serve limited areas so that a minimum amount of time would have to be devoted to travel. It could be financially feasible because three or four schools, no one of which could support

a full-time counselor, might well be able to support one-third or one-fourth of the expenses involved. Such a plan would make possible the services of a qualified counselor and provide more stability of services than is usually possible in small schools because of the high turn over rate of personnel in small schools.

A FINAL COMMENT

No complex social system is probably going to be changed much by the introduction of one new element for a short time unless this single element brings about broad, revolutionary upheavals. Guidance is not this kind of revolutionary element. It is not to be expected that the introduction of a guidance project will free the individual from the total combination of social forces which make his world. In the area served by the project, there is a primary need for development of a more diversified economic base which can support better occupational opportunities and better schools. There is need for the raising of the general educational level so that more of the community can escape its own restricting and rather traditional history. In a word, living as the pupil experiences it is all of a piece, and as an outside observer might note, no one social agency alone can bring about the needed changes-not the schools alone, and certainly not one part of the school program alone, such as guidance.